

Lewisville Elementary
4006 Lewisville High School Road
Richburg, SC 29729

Grades	PK-5 Elementary School	
Enrollment	625 Students	
Principal	Patricia M. Hensley	803-789-5164
Superintendent	Dr. Barry E. Campbell	803-385-6122
Board Chair	Mrs. Denise C. Lawson	803-581-6224

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	48	32	2	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	No

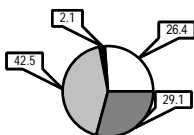
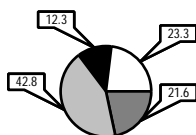
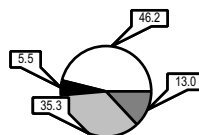
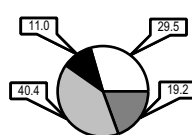
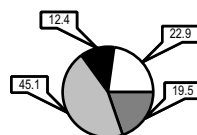
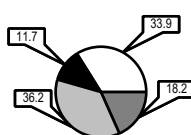
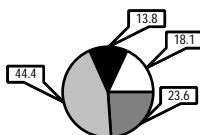
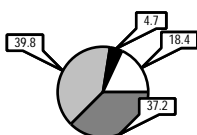
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	319	100.0	26.3	42.3	29.0	2.4	44.0	Yes	Yes
Gender									
Male	180	100.0	29.3	41.3	26.9	2.4	39.5		
Female	139	100.0	22.2	43.7	31.7	2.4	50.0		
Racial/Ethnic Group									
White	218	100.0	21.4	39.3	36.2	3.1	53.1	Yes	Yes
African American	90	100.0	36.4	50.0	12.5	1.1	23.9	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	290	100.0	22.8	43.3	31.7	2.2	47.0		
Disabled	29	100.0	64.0	32.0	0.0	4.0	12.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	319	100.0	26.3	42.3	29.0	2.4	44.0		
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	312	100.0	25.7	43.1	28.8	2.4	44.1		
Socio-Economic Status									
Subsidized meals	160	100.0	35.2	46.9	17.2	0.7	31.7	Yes	Yes
Full-pay meals	159	100.0	17.6	37.8	40.5	4.1	56.1		

Mathematics – State Performance Objective = 36.7%									
All Students	319	100.0	23.2	42.7	21.5	12.6	46.4	Yes	Yes
Gender									
Male	180	100.0	24.6	43.7	18.6	13.2	43.7		
Female	139	100.0	21.4	41.3	25.4	11.9	50.0		
Racial/Ethnic Group									
White	218	100.0	18.4	39.8	26.0	15.8	55.6	Yes	Yes
African American	90	100.0	33.0	50.0	10.2	6.8	27.3	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	290	100.0	19.0	45.1	22.8	13.1	48.9		
Disabled	29	100.0	68.0	16.0	8.0	8.0	20.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	319	100.0	23.2	42.7	21.5	12.6	46.4		
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	312	100.0	23.3	42.4	21.5	12.8	46.9		
Socio-Economic Status									
Subsidized meals	160	100.0	31.0	48.3	14.5	6.2	33.8	Yes	Yes
Full-pay meals	159	100.0	15.5	37.2	28.4	18.9	58.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	319	100.0	46.1	35.2	13.0	5.8	18.8
Gender							
Male	180	100.0	48.5	35.3	9.6	6.6	16.2
Female	139	100.0	42.9	34.9	17.5	4.8	22.2
Racial/Ethnic Group							
White	218	100.0	36.7	39.8	16.8	6.6	23.5
African American	90	100.0	65.9	25.0	5.7	3.4	9.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	290	100.0	42.5	37.7	14.2	5.6	19.8
Disabled	29	100.0	84.0	8.0	0.0	8.0	8.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	319	100.0	46.1	35.2	13.0	5.8	18.8
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	312	100.0	45.8	35.1	13.2	5.9	19.1
Socio-Economic Status							
Subsidized meals	160	100.0	60.0	29.7	6.9	3.4	10.3
Full-pay meals	159	100.0	32.4	40.5	18.9	8.1	27.0

Social Studies							
All Students	318	100.0	29.1	40.4	19.2	11.3	30.5
Gender							
Male	180	100.0	31.1	35.3	19.8	13.8	33.5
Female	138	100.0	26.4	47.2	18.4	8.0	26.4
Racial/Ethnic Group							
White	217	100.0	21.0	41.5	22.6	14.9	37.4
African American	90	100.0	45.5	39.8	11.4	3.4	14.8
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	289	100.0	26.6	41.2	20.6	11.6	32.2
Disabled	29	100.0	56.0	32.0	4.0	8.0	12.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	318	100.0	29.1	40.4	19.2	11.3	30.5
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	311	100.0	28.9	40.4	19.5	11.1	30.7
Socio-Economic Status							
Subsidized meals	160	100.0	37.9	42.8	15.9	3.4	19.3
Full-pay meals	158	100.0	20.4	38.1	22.4	19.0	41.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	105	100.0	12.5	39.4	42.3	5.8	48.1
	4	102	99.0	20.4	54.1	25.5	N/A	25.5
	5	108	100.0	27.8	56.5	14.8	0.9	15.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	112	100.0	16.8	32.7	46.5	4.0	50.5
	4	110	100.0	27.7	45.5	24.8	2.0	26.7
	5	97	100.0	35.6	50.0	14.4	0.0	14.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	105	100.0	6.7	63.5	24.0	5.8	29.8
	4	102	99.0	20.4	50.0	22.4	7.1	29.6
	5	108	100.0	19.4	57.4	16.7	6.5	23.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	112	100.0	12.9	55.4	20.8	10.9	31.7
	4	110	100.0	18.8	30.7	29.7	20.8	50.5
	5	97	100.0	40.0	42.2	13.3	4.4	17.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	112	100.0	41.6	39.6	14.9	4.0	18.8
	4	110	100.0	37.6	37.6	14.9	9.9	24.8
	5	97	100.0	61.1	27.8	8.9	2.2	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	112	100.0	15.8	49.5	20.8	13.9	34.7
	4	110	100.0	23.8	35.6	28.7	11.9	40.6
	5	96	100.0	50.6	36.0	6.7	6.7	13.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 625)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.7%	Down from 4.3%	2.9%	3.0%
Attendance rate	93.7%	Down from 96.2%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.6%	Down from 1.3%	3.8%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.6%	Down from 1.3%	3.2%	3.2%
Eligible for gifted and talented	14.3%	Up from 10.1%	14.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.5%	Up from 4.0%	8.8%	8.2%
Older than usual for grade	1.0%	Down from 1.3%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.3%	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	55.0%	Up from 53.7%	52.9%	52.6%
Continuing contract teachers	82.5%	Down from 90.2%	84.8%	83.3%
Highly qualified teachers	97.4%	Up from 94.4%	92.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.2%	Down from 89.9%	88.3%	87.0%
Teacher attendance rate	95.1%	Up from 94.5%	95.1%	95.0%
Average teacher salary	\$41,525	Up 1.9%	\$41,876	\$41,703
Prof. development days/teacher	9.0 days	Up from 6.9 days	13.0 days	12.8 days
School				
Principal's years at school	26.0	Up from 25.0	5.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 19.0 to 1	19.0 to 1	18.8 to 1
Prime instructional time	87.0%	Down from 89.9%	89.9%	89.8%
Dollars spent per pupil*	\$5,088	Up 8.6%	\$6,059	\$6,242
Percent of expenditures for teacher salaries*	70.0%	Down from 70.5%	67.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our school's motto "Growing to Learn" reflects our goal to be a school that supports student development and academic learning. The School Development Program (SDP) process has allowed the continuous initiation of positive relationships for children, families, and school staff; as well as a sense of belonging for all. Both have given our children comfort, confidence, competence, and motivation to learn.

An important aspect of improved student development and academic success has been the emphasis upon professional development for our teachers. During this year, teachers have had access to and used academic data to plan instruction and make orderly program changes and adjustments along with extended learning in literacy.

We are proud of our many programs. Our character education program has provided a proactive means for addressing classroom and school-wide management; as well as curriculum resources and correlation. Our extended school day activities have included community partnerships with Kids First, Twenty-first Century After School, and the Family and School Together (FAST) programs. A school-wide science instructional plan was developed with the guidance of a science coach. We continue our involvement with Winthrop University as a Professional Development School training pre-service teachers.

Our honors have included Chester County School District's Spelling Bee Winner and the Lt. Governor's Writing Award. We have both a "district honor roll teacher" and the 2005 District Teacher of the Year. Our staff also includes two National Board certified teachers.

Parent and community involvement remain key components. We can boast of 370 volunteers during the school year. The PTO and Parent Team sponsored eight events for our families. Our children and families shared with others through contributions to the St. Jude's Foundation, American Heart Association, and the local Red Cross Chapter. Children continued to excel in reading celebrating over 100,000 books and stories read during the year. Second graders were awarded free books by the Philadelphia Eagles football team through the Eagles Youth Partnership.

Our school will continue to improve opportunities for children through the SDP Classroom Model and by helping students take responsibility for their own growth. Improved academic learning and behavior will give our students a better chance for success in school and in life.

Patricia M. Hensley, Principal
Terri Murphy, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	96	63
Percent satisfied with learning environment	80.6%	80.9%	85.2%
Percent satisfied with social and physical environment	87.1%	76.6%	85.7%
Percent satisfied with school-home relations	83.3%	81.9%	77.0%

*Only students at the highest elementary school grade level at this school and their parents were included.